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AUTHOR Brumfit, Christopher; Mitchell, Rosamond
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ABSTRACT

A survey of teacher trainees at the University of Southampton (England) investigated trainee knowledge level of English grammar and of language use around the world. Responses of English and modern language teacher trainees (n=19), non-language teacher trainees (n=35), and in some cases, undergraduates from the general student population (n=238) were compared. Questions elicited knowledge of language-related terms (e.g., "mother tongue, dialect, paraphrase"), grammatical forms (e.g., "passive verb, adjective, adverb, infinitive"), grammatical functions, (e.g., "subject, predicate, direct object"), spelling, pronunciation, plurality, English in comparison with other languages, language names and distribution, and language interrelationships. Attitudes about accent, dialect, and standard usage were also explored, and information on where/how the students had received their linguistic knowledge was requested. Results are summarized here. It is concluded that overall, for teachers preparing for a multilingual society about to enter a much closer association with continental Europe, greater linguistic knowledge is needed and should be included in preservice teacher education. The questionnaire is appended. (MSE)

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ED 389 196

University of Southampton

CENTRE FOR LANGUAGE IN EDUCATION

UNIVERSITY OF SOUTHAMPTON

OCCASIONAL PAPERS, 33

TRAINEE TEACHERS' KNOWLEDGE ABOUT LANGUAGE

CHRISTOPHER BRUMFIT

&

ROSAMOND MITCHELL

JANUARY 1995

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TRAINEE TEACHERS' KNOWLEDGE ABOUT LANGUAGE

1. Introduction

The purpose of this brief paper is to place in the public domain a small quantity of data fro a project investigating the knowledge about language of trainee teachers. Although the material is limited in scope, and was collected a long time ago (1987), it has been seen to have some value for a number of colleagues working in the general area of language awareness. Hence it seems worthwhile, even after all the delay, to finalise the notes that had been used at a number of research presentations and to issue it as an Occasional Paper. Only substantial administrative duties and involvement in other funded research projects with their own momentum (as these all relate to the general issue of language awareness in teaching, a selection of relevant reports is given after the references at the end of this paper) prevented us from producing a more public account before. The questionnaire was used as part of the development process for a new PGCE unit on Language in Education (evaluated in Tshibengabo & Brumfit, 1990). In fact, the course which developed out of this and other research projects only ran for three years, as the major change in government policy on initial teacher education, placing PGCE students in schools for at least two thirds of their course, suddenly and decisively aborted the School of Education's carefully-started development plan, attempting to set up a completely new course, in which the Language in Education course was part of the first phase development. (The second phase would have been built round a "medical school" model, with the whole course closely linked to five or six local comprehensive schools, and would have come on stream in 1995-6.)

This material, then, preceded the development of the new course, and was intended to feed in to its design.

2. Language Knowledge of Potential Teachers

The project built on work developed by Bloor on the current knowledge about language of undergraduates in British education (Bloor, 1986a, b, c). In a series of questionnaires, he explored the knowledge of grammar, and of various sociolinguistic issues, of undergraduates studying languages and other subjects. (This was in the context of widespread discussion about the lack of grammar teaching in British secondary education.) Although we were not entirely happy about the formulation of some of the questions asked, we felt that comparison between teachers in training and other higher education learners might be useful, so we re-used his questionnaires on teachers on the Postgraduate Certificate in Education (the main basic secondary school teaching qualification) in the University of Southampton. We are most grateful to Tom Bloor for permission to use his material. The full Questionnaires are appended to this paper.

Where possible, answers have been classified according to students' teaching subjects: those postgraduates preparing to be teachers of English or modern languages (always with degrees at least 50% in those subjects) being listed as "language teachers".

The first questionnaire was concerned with **Awareness of Metalinguistics**.

From this we used selected questions, as follows:

QUESTION 1 Definitions

Multiple choice reponses were requested to a range of definitions, of the following items:

1. Mother Tongue
2. Native Language
3. Dialect
4. Accent
5. Literacy
6. Metaphor
7. Direct Speech
8. Paraphrase
9. Synonymous
10. Ambiguous

	Language Teachers (n=19)				Non-Language Teachers (n=35)				
	A	B	C	D	A	B	C	D	NIL
1.	-	19	-	-	2	32	-	1	-
2.	-	-	1	18	-	1	2	32	-
3.	-	-	-	19	-	-	-	35	-
4.	19	-	-	-	33	-	-	2	-
5.	-	12	7	-	-	22	13	-	-
6.	-	18	1	-	-	32	2	-	-
7.	19	-	-	-	25	6	1	2	1
8.	1	1	-	17	2	4	7	22	-
9.	-	2	17	-	-	2	33	-	-
10.	1	-	18	-	3	-	32	-	-

Departures from linguists' norms were reflected most strikingly in questions 2 (D:"the most common language spoken in a particular country" being overwhelmingly preferred to C: "the first language learnt as a child"); 5 (C: "the use of correct language" attracting nearly half the

respondents); 7, where the non-linguists alone were attracted to a scatter of alternatives; and 8, where non-linguists especially were uncertain.

Thus definitions of **native language**, **literacy**, **direct speech**, and **paraphrase** all caused problems. The first may have been a function of the questionnaire construct, as it immediately followed the same definition correctly applied to **mother tongue**. But the uncertainty about **literacy** is striking for both groups, while the other two caused problems for a number of non-linguists.

Question III Grammatical Items

For this item we have given a direct comparison between teachers in training and an undergraduate population across other subject areas. The question asked was: "From the sentence below give ONE example of each of the grammatical items requested and write it in the space provided. NB You may select the same word(s) more than once if appropriate." (Bloor, 1986a: 158).

The sentence given is "Materials are delivered to the factory by a supplier, who usually has no technical knowledge, but who happens to have the right contacts".

TRAINEE-TEACHER (n=54) / UNDERGRADUATE (n=238)

ERRORS TO NEAREST 1%

	LINGUISTS %	NON-LINGUISTS %
	TT / UG	TT / UG
VERB	0 / 0	3 / 5
NOUN	0 / 0	3 / 7
COUNT-NOUN	21 / 38	31 / 43
PASSIVE VERB	26 / 27	46 / 85
ADJECTIVE	0 / 2	17 / 27
ADVERB	5 / 25	31 / 66
DEFINITE ARTICLE	5 / 21	51 / 48
INDEFINITE ARTICLE	11 / 33	49 / 67
PREPOSITION	16 / 9	43 / 60
RELATIVE PRONOUN	5 / 17	57 / 68
AUXILIARY VERB	21 / 44	86 / 54
PAST PARTICIPLE	16 / 21	54 / 45
CONJUNCTION	0 / 11	46 / 55
FINITE VERB	63 / 41	83 / 56
INFINITIVE	0 / 11	49 / 58
	n=19 n=63	n=35 n=175

Clearly these figures can only be suggestive of what might be pursued in a larger scale study, and we would not wish to make anything of the

apparently better performance in some areas of trainee-teachers, nor of the variations from this pattern. However, this does offer some evidence of quite widespread uncertainty about identification of basic linguistic units in higher education in Britain, and certainly suggests that we cannot assume that teachers will be able to analyse the speech or writing of their pupils with universal confidence.

QUESTION IV Grammatical Functions

Respondents were asked to identify Subject, Predicate, Direct Object, and Indirect Object.

	Language Teachers (n=19)			Non-Language Teachers (n=35)		
	Right	Wrong	nil	Right	Wrong	nil
1.	19	-	-	34	1	-
2.	3	15	1	1	27	7
3.	18	1	-	27	7	1
4.	19	5	-	7	22	1

QUESTION V Vowels/vowel sounds

Two questions: respondents had (1) to underlins the vowels in a sentence, and (2) to say how many vowel sounds there were "in the word stood".

	All Subjects (n=54)		
	Right	Wrong	nil
1.	49	4	1
2.	44	10	-

QUESTION VI

In Part 1, respondents were asked to "explain the difference between go and goes with regard to (i) spelling and pronunciation (ii) use". For spelling, 30 did not respond, and none of the other responses moved beyond the descriptive for additional letters, except for 3 references to the "e" being added "to keep the 'o' sound long". Only 8, referring to pronunciation, observed (usually with reference to "z") that the final consonant was voiced. 27 did not respond. On use, 9 did not respond, 11 referred to the present tense of "go", and 21 made some reference to parts of the verb paradigm. 1 referred to adding an "s" forming a plural.

In Part 2 explanations were asked for three sets of pairs. The first, using "dog/dogs; sheep/sheep; child/children", addressed plurality. All but 6 offered an account referring to "plurals", though with varying degrees of sophistication. The second ("shouts/shouted; knows/knew") produced 30 references to past tense, but also a wide scattering of references to "imperfect" (1), "perfect" (2), "past participle" (6), and undifferentiated "tenses" (3). The third ("sealing/ceiling; beat/beet; grate/great; rose/rows") produced 9 uses of the term "homonym" and a further 29 paraphrases of the concept "homonymy".

QUESTION VII

Respondents were invited to give an example of how English differs grammatically from some other language. Surprisingly, perhaps, only 6 offered no return. The only widely cited example was lack of gender (17); otherwise only the position of verbs in the sentence (5), "no (or less) declension" (3), word order (2) and adjectival order (2) received more than single references.

The second Questionnaire was on Language Awareness and Attitude.

1. Asked to identify the names of languages, the results were as follows (incorrect answers):

	Language Teachers (n=18)	Non-Language Teachers (n=34)
Soviet	-	-
Israeli	3	3
Rumanian	3	10
Serbo-Croat	2	4
African	-	-
Indian	1	1
Czech	4	11
Chilean	1	7
Hindi	4	4
Korean	11	18

2. Asked to identify the one of four named languages to which other languages were most closely related, incorrect answers were ("correct" answer in brackets):

Dutch (German)	1	3
Latin (French)	4	15
Polish (Russian)	2	7
Welsh (Gaelic)	1	4
Arabic (Hebrew)	2	10

(most significant were the numbers who thought Latin was closer to English than to French)

3. Asked to choose from four countries where a particular language was most likely to be spoken, incorrect answers were ("correct" country in brackets):

	Lang.Teachers	Non.-lang. Teachers
Spanish (Argentina)	6	8
French (Algeria)	-	3
Urdu (Pakistan)	1	6
Afrikaans (S.Africa)	1	1
German (Austria)	-	1
Flemish (Belgium)	3	4
Gujerati (India)	2	3
Basque (Spain)	-	2
Catalan (Spain)	2	16
Swahili (E.Africa)	1	-

(most striking - apart from the frequent attribution of Spanish to Brazil - was the fact that all the mis-attributions by language teachers were from teachers of English, rather than modern languages)

4. Asked to say whether Arabic was the major language of particular countries, incorrect answers were:

Libya	3	5
Tanzania	1	1
Tunisia	12	12
Egypt	4	3
Sudan	10	12
Kenya	2	1
Namibia	1	3

	Lang.Teachers	Non-lang.Teachers
Malaysia	2	1
Ethiopia	5	12
Zambia	2	3

5. Asked where Chinese was widely spoken, incorrect answers were:

Hongkong	1	-
Fiji	7	3
Japan	3	3
Taiwan	4	3
Bangladesh	2	2
Malaysia	8	11
Singapore	4	7
Sri Lanka	5	2
Burma	8	14
Yemen	4	7

(striking here was the relatively larger number of wrong answers by the language teachers: 8 English teachers providing 28 incorrect responses, and 10 modern language teachers providing 18)

6. Asked for the major official language of specific countries, incorrect answers were as follows:

USA	1	1
Lebanon	6	12
Mexico	3	2
Cuba	5	11
Turkey	2	17
Yugoslavia	4	17

Brazil	8	17
Trinidad	5	8
Israel	6	10
Peru	5	7

7. Asked the two most widely spoken languages in specific countries, incorrect answers were as follows:

Cyprus	7	17
Belgium	2	7
Ireland	1	2
Canada	1	-
Switzerland	1	1

8. Asked to name four other countries (not in Great Britain) where English is the major language, the following numbers were unable to:

2	3

9. Asked which out of Welsh, Latin, English and German was most similar to the language of the 1st century AD British, 8 language teachers and 14 other teachers failed to say Welsh, but opted for Latin.

10. Asked which out of Welsh, Latin, English and French was most similar to the language of the Anglo-Saxons, 9 language teachers and 18 others failed to choose English.

11. 2 language teachers and 11 others failed to identify Chinese as the language with the largest number of speakers.

12. No language teachers, and only 4 others failed to identify English as the most widely used second or foreign language.

13. The following numbers were unable to name a language from specific language groups:

	Lang.Teachers	Non-lang.Teachers
Celtic	-	7
Germanic	-	3
Romance	-	15
Slavonic	-	13
Bantu	11	27
Semitic	7	17

(almost all named a South Asian language - usually Urdu - as a Bantu language, if they offered one at all)

14. In an extensive attitude survey, the views which conflicted with a general linguists' consensus for more than half of at least one of the groups were as follows:

		Lang.Ts	Non-LTs
"Working class speech is usually careless speech"	agree	9	8
'American English is just as good as British English"	dis.	10	23
"West Indians often speak broken English"	agree	12	20
"Spoken English is as good as written English"	dis.	13	21
"Most British people speak bad English"	agree	9	9
"Because 'the government' is singular, 'The government has agreed' is better than 'the government have agreed'".	agree	11	25

(Interestingly, in relation to "careless" and "bad" speech, non-language teachers appeared to be more liberal)

All in all, for teachers preparing for a multilingual society which was about to enter a much closer association with Europe, there was enough evidence of misunderstanding to suggest that systematic linguistic support might be desirable in their pre-service training. However approximate some of the judgements had to be, the overall picture left a great deal to be desired.

The "Metalanguage" Questionnaire also included questions on where respondents felt they had acquired the knowledge to enable them to complete the Questionnaire. 6 opted for Primary School, 35 for Secondary, 5 for a combination of the two, and 8 for neither or for no response. 17 felt that English classes provided the main source, 10 foreign language classes, 14 a

combination of those two, but a significant 23 felt that other classes were most important as sources for their knowledge about language.

Finally, 30 of the 54 respondents felt that filling in the Questionnaire made them worried about their lack of knowledge (8 thought it made them feel confident). Only 2 felt that such knowledge was "useless and boring"; 37 felt it was useful and interesting, and 13 others that it was either interesting or useful.

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Mitchell, R & J Hooper 1992, "Teachers' views on language knowledge", in James & Garrett, 1992: 40-50

Mitchell, R, C Brumfit & J Hooper, 1994 "Knowledge about language: policy, rationales and practices", Research Papers in Education 9,2: 183-205

A LEVEL SUBJECTS:.....

DEGREE SUBJECT(S):.....

TEACHING SUBJECT(S):.....

1. Indicate which of the following are the names of languages and which are not by ticking the appropriate box:

		YES	NO			YES	NO
1.1	Soviet	☐	☐	1.6	Indian	☐	☐
1.2	Israeli	☐	☐	1.7	Czech	☐	☐
1.3	Rumanian	☐	☐	1.8	Chilean	☐	☐
1.4	Serbo Croat	☐	☐	1.9	Hindi	☐	☐
1.5	African	☐	☐	1.10	Korean	☐	☐

2. For each underlined language below tick the box by the language which is most closely related:

2.1 Dutch
- French ☐
- German ☐
- Latin ☐
- Russian ☐

2.2 Latin
- English ☐
- Hebrew ☐
- French ☐
- Danish ☐

2.3 Polish
- Greek ☐
- Russian ☐
- German ☐
- Persian ☐

2.4 Welsh
- French ☐
- English ☐
- Gaelic ☐
- Latin ☐

2.5 Arabic
- Hebrew ☐
- Greek ☐
- Italian ☐
- Punjabi ☐

3. For each underlined language, tick the one country in the right hand column where you would be most likely to hear the language

3.1 Spanish
- A. Brazil ☐
- B. Argentina ☐
- C. Portugal ☐
- D. Malta ☐

3.2 French
- A. Trinidad ☐
- B. Algeria ☐
- C. Sicily ☐
- D. Peru ☐

3.3 Urdu
- A. Turkey ☐
- B. Namibia ☐
- C. Pakistan ☐
- D. Burma ☐

3.4 Afrikaans
- A. North Africa ☐
- B. South Africa ☐
- C. East Africa ☐
- D. West Africa ☐

3.5 German
- A. Austria ☐
- B. Belgium ☐
- C. Netherlands ☐
- D. Hungary ☐

3.6 Flemish
- A. Belgium ☐
- B. Finland ☐
- C. Switzerland ☐
- D. USSR ☐

3.7 Gujerati
- A. Turkey ☐
- B. Ghana ☐
- C. Libya ☐
- D. India ☐

3.8 Basque
- A. Alaska ☐
- B. Spain ☐
- C. S. America ☐
- D. East Africa ☐

3.9 Catalan
- A. Colombia ☐
- B. Spain ☐
- C. E. Africa ☐
- D. New Caledonia ☐

3.10 Swahili
- A. East Africa ☐
- B. S. America ☐
- C. USSR ☐
- D. Sweden ☐

4. Tick the YES or NO box.

Arabic is the major language of:

		YES	NO			YES	NO
4.1	Libya	☐	☐	4.6	Kenya	☐	☐
4.2	Tanzania	☐	☐	4.7	Namibia	☐	☐
4.3	Tunisia	☐	☐	4.8	Malaysia	☐	☐
4.4	Egypt	☐	☐	4.9	Ethiopia	☐	☐
4.5	Sudan	☐	☐	4.10	Zambia	☐	☐

5. Tick the YES or NO box

Chinese (of some type) is very widely spoken (ie not as a foreign language) in:

		YES	NO			YES	NO
5.1	Hongkong	☐	☐	5.6	Malaysia	☐	☐
5.2	Fiji	☐	☐	5.7	Singapore	☐	☐
5.3	Japan	☐	☐	5.8	Sri Lanka	☐	☐
5.4	Taiwan	☐	☐	5.9	Burma	☐	☐
5.5	Bangladesh	☐	☐	5.10	Yemen	☐	☐

6. Give the major official language of each of the following countries. (some languages may occur more than once.)

6.1	USA _____	6.6	Yugoslavia _____
6.2	Lebanon _____	6.7	Brazil _____
6.3	Mexico _____	6.8	Trinidad _____
6.4	Cuba _____	6.9	Israel _____
6.5	Turkey _____	6.10	Peru _____

7. Which two languages are most widely spoken or have official status in the following countries:

7.1	Cyprus	_____	_____
7.2	Belgium	_____	_____
7.3	Ireland	_____	_____
7.4	Canada	_____	_____
7.5	Switzerland	_____	_____

8. Name FOUR countries other than Great Britain (ie England, Scotland, Wales, N. Ireland) where English is the major language:

_____ _____

_____ _____

9. To which of the following modern languages was the language of the Ancient Britons (eg 1st Century AD) most similar:

9.1	Welsh ☐	9.3	Latin ☐
9.2	English ☐	9.4	German ☐

10. To which of the following languages was the language of the Anglo Saxons (5th - 6th Century AD) most similar:

10.1	Welsh ☐	10.3	Latin ☐
10.2	English ☐	10.4	French ☐

11. Which language has the largest number of speakers who learn it from their parents as their first language?

_____

12. Which language is used as a second or foreign language by most people in the world?

_____

13. Name one

13.1 Celtic language _____

13.2 Germanic language _____

13.3 Romance language _____

13.4 Slavonic language _____

13.5 Bantu language _____

13.6 Semitic language _____

14. Tick YES if you agree and NO if you don't agree with each of the following statements:

		YES	NO
1.	The best way to pronounce English is the way the Royal Family or TV newsreaders pronounce it.	☐	☐
2.	Schools should allow children to speak English with a regional accent (eg Cockney, Lancashire, Geordie).	☐	☐
3.	Working class speech is usually careless speech.	☐	☐
4.	You should pronounce a word according to its spelling	☐	☐
5.	Regional types of speech (eg Cockney, Lancashire, Geordie) do not have as much grammar as BBC English.	☐	☐
6.	Upper class people speak as they do because they are snobs.	☐	☐
7.	American English is just as good as British English.	☐	☐
8.	West Indians often speak broken English.	☐	☐
9.	Spoken English is as good as written English.	☐	☐
10.	Most British people speak bad English.	☐	☐
11.	The original meaning of a word is the true meaning.	☐	☐
12.	English nowadays is as correct as it was in Shakespeare's day.	☐	☐
13.	Generally young people do not speak as well as the older generation.	☐	☐
14.	If you disagree with the dictionary, you must be wrong.	☐	☐
15.	People swear because they have limited vocabulary.	☐	☐
16.	Regional accents are usually uglier than the "BBC" accent.	☐	☐
17.	Primitive societies are likely to speak simple languages.	☐	☐
18.	In answer to the question "where are you going?", "Home", can be a perfectly satisfactory answer.	☐	☐
19.	Because "the government" is singular, "The government has agreed" is better than "the government have agreed".	☐	☐
20.	The word fantastic is connected with fantasy. Therefore it is wrong to use it to mean "very good", "enjoyable", etc.	☐	☐

STUDENTS' PRIOR AWARENESS OF METALINGUISTICS QUESTIONNAIRE

A LEVEL SUBJECTS:.....

DEGREE SUBJECT(S):.....

TEACHING SUBJECT(S):.....

I FROM THE ALTERNATIVES GIVEN, SELECT THE ONE NEAREST IN MEANING TO THE UNDERLINED EXPRESSION AND PUT A TICK IN THE BOX ☑

1. Mother Tongue

A an older form of a language (e.g. 'Latin is the mother tongue of French') ☐ A
B the first language a child learns (e.g. 'My mother tongue is English, but I speak French fluently') ☐ B
C the type of language mothers use to babies (e.g. 'Who's a bootiful lickle baby, den?') ☐ C
D the language of someone's mother (e.g. 'My mother tongue is Danish but my mother never spoke it to me') ☐ D

2. Native Language

A the language of primitive people ☐ A
B tribal language ☐ B
C the first language learned as a child ☐ C
D the most common language spoken in a particular country ☐ D

3. Dialect

A an incorrect or confused version of a language ☐ A
B careless language ☐ B
C an older form of a language ☐ C
D the language of a particular area or group of people ☐ D

4. Accent

A type of pronunciation ☐ A
B wrong pronunciation ☐ B
C the pronunciation of uneducated speakers ☐ C
D foreign pronunciation ☐ D

5. Literacy

A the study of literature
B the ability to read
C the use of correct language
D the design of letters of the alphabet

☐ A
☐ B
☐ C
☐ D

6. Metaphor

A a wrong word
B a non-literal expression
C a sort of rhyme
D a rare word

☐ A
☐ B
☐ C
☐ D

7. Direct Speech

A the exact quotation of what was said
B something said to a single person
C a very clear type of speaking
D honest and plain speaking

☐ A
☐ B
☐ C
☐ D

8. Paraphrase

A an incomplete expression
B a roundabout expression
C a figurative expression
D an alternative expression

☐ A
☐ B
☐ C
☐ D

9. Synonymous

A having no name
B having the same name
C having the same meaning
D having a different meaning

☐ A
☐ B
☐ C
☐ D

10. Ambiguous

A poorly expressed
B having only one meaning
C having more than one meaning
D clearly expressed

☐ A
☐ B
☐ C
☐ D

II FILL IN THE GAPS WITH THE APPROPRIATE WORD:

1. As beauty is to beautiful so service is to serviceable

glory is to _____

ornament is to _____

greed is to _____

2. As wide is to width so distant is to distance

near is to _____

certain is to _____

redundant is to _____

3. As die is to death so
live is to life

divide is to _____

criticise is to _____

qualify is to _____

4. As involve is to involvement so
decide is to decision

prepare is to _____

satisfy is to _____

thieve is to _____

III FROM THE SENTENCE BELOW SELECT ONE EXAMPLE OF THE GRAMMATICAL ITEM REQUESTED AND WRITE IT IN THE SPACE PROVIDED. NB: YOU MAY SELECT THE SAME WORD(S) MORE THAN ONCE IF APPROPRIATE.

Materials are delivered to the factory by a supplier, who usually has no technical knowledge, but who happens to have the right contacts.

1. verb _____
2. noun _____
3. countable noun _____
4. passive verb _____
5. adjective _____
6. adverb _____
7. definite article _____
8. indefinite article _____
9. preposition _____
10. relative pronoun _____
11. auxiliary verb _____
12. past participle _____
13. conjunction _____
14. finite verb _____
15. infinitive _____

IV IN THE FOLLOWING SENTENCES, UNDERLINE THE ITEM REQUESTED IN BRACKETS:

1. Poor little Joe stood out in the snow (SUBJECT)

2. Joe had nowhere to shelter (PREDICATE)

3. The policeman chased Joe down the street (DIRECT OBJECT)

4. The woman gave him some money (INDIRECT OBJECT)

V 1. Underline the vowels in the following sentence:

The boy stood on the burning deck.

2. How many vowel sounds are there in the word stood? _____

VI ANSWER BRIEFLY BUT AS CLEARLY AS POSSIBLE ON THE BACK SHEET

1. Explain the difference between go and goes with regard to

(i) spelling and pronunciation
(ii) use

2. Explain for the following three sets of pairs what a teacher of English might wish to demonstrate by using them as examples (one answer for (a); one for (b); one for (c)):

(a)
one dog : two dogs
one sheep : two sheep
one child : two children

(b)
Jim shouts : Jim shouted
Jim knows : Jim knew

(c)
sealing : ceiling
beat : beet
grate : great
rose : rows

VII Give an example of one way in which English differs grammatically from some other language. (If you have no knowledge of another language, write "No other language".)

VIII

1. *Where did you acquire most of the knowledge needed to* answer this questionnaire?

Primary School ☐
Secondary School ☐

If Secondary School, in which subject classes?

English ☐
Foreign Language ☐
Other ☐ please specify _____

If not in school, where or how? _____

2. Filling in this questionnaire makes me feel

A confident and knowledgeable ☐
B worried about my lack of knowledge ☐
C annoyed at wasting my time ☐
D other (please specify) _____ ☐

3. Knowledge of the kind which is tested by thisquestionnaire is

A useless and boring ☐
B useful and interesting ☐
C interesting but useless ☐
D useful but boring ☐

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Christopher Brumfit is Professor of Education with reference to Language and Linguistics, and Director of the Centre for Language in Education at the University of Southampton, UK.

Rosamond Mitchell is Reader in Education at the University of Southampton, and currently Chair of the British Association for Applied Linguistics